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WESTLAKE'S
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PRACTICE WORDS.

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CATHEDRAL

SCHOOL.

THREE THOUSAND

PRACTICE WORDS.

WITH

AN APPENDIX

CONTAINING

RULES FOR SPELLING, RULES FOR CAPITALS, ETC

BY

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PREFACE.

IN teaching orthography, the want is often felt of a collection of just such words as a student needs to study, unencumbered by those of which he is already master, or which are so rarely employed as to be of but little use to him. The spelling-book and the dictionary are too large; a person has to go over too many words to find the ones he needs. This little work is printed to supply the want here indicated. It was originally prepared for the use of the author's own classes; but as an unexpectedly large demand for it has rendered a new edition necessary, he has embraced the opportunity to make such corrections and additions as a year's trial of the work has suggested, and as will more fully adapt it to the wants of schools everywhere. A statement of its plan and nature will be found in the Introduction, to which the reader's attention is invited. In this enlarged form, it is offered to the public, with the hope that it will contribute in some slight degree to the removal of that reproach of American schools, bad spelling.

J. W. W.

STATE NORMAL SCHOOL, July 4, 1874.

INTRODUCTION.

EXPLANATIONS AND SUGGESTIONS.

IT may assist the teacher to give a brief explanation of the plan of this little work, and some hints as to its use. This will be done under several distinct heads.

1. Classification. — The words which constitute the body of the work are classified as follows: Part I., *Familiar Words;* Part II., *Difficult Words;* Part III., *Proper Names;* Part IV., *Homophonous Words.* No other classification was attempted or desired. In the study of spelling, each word should be made a distinct object of attention; but when the words are grouped, as they generally are in spelling-books, according to some similarity of structure, the spelling of one word suggests that of the next, so that each word makes but a faint impression. The division into lessons and groups is merely for convenience.

2. Difficulty. — Though most of the words, especially those in Part I., are in common use, they will be found to require careful study. The reason of this is, that they were selected because they are liable to be misspelled, and are therefore the very words that *need* to be studied. The pupil wants to study, not what he knows, but what he does n't know. In Part II. are found some words that may be called "hard;" but they were inserted, not *because* they are hard, but because they are

useful. There is no word in the book that is not met with almost daily in current literature.

3. Pronunciation. — Spelling should be made auxiliary to reading and speaking as well as to writing; and to this end careful attention should be paid to the pronunciation of the words. To assist both teacher and student, the principal accent of each word is marked, and when the word is peculiarly liable to be mispronounced, a "dagger" (†) is placed after it, or the pronunciation, in whole or in part, is given in parenthesis, in italics.

It is recommended that the teacher pronounce the words for the class when he assigns the lesson, so that pupils may recognize them when called to spell them. Many words are misspelled either because the pupil mispronounced them in studying the lesson, or *because the teacher mispronounces them in giving them out.* The class should be thoroughly drilled in the pronunciation of words that are commonly mispronounced; such, for example, as allop′athy, hydrop′athy, recess′, ide′a, oppo′nent, com′bativeness. N. B. — *Let the teacher be sure to look over the lesson in advance.*

4. Capitals. — It is recommended that when the written method of spelling is used, no words should be capitalized except proper nouns and proper adjectives. In Parts I. and II., the capitals that begin the first word of each group should be *disregarded;* they are used merely for typographical effect. In no case is the first word one that requires a capital. It is important to acquire a correct habit in this respect, and therefore the misuse of a capital should be counted an error in spelling.

5. Hyphens. — The correct use of hyphens should be insisted on, and every error in this respect noted in the corrections. In the following lessons, the hyphen at the end of the line does not in any case separate the parts of a loose compound, the words having been purposely arranged with a view to this end; therefore all terminal hyphens should be disregarded, and all others used.

6. Unsettled Words. — When there are different ways of spelling or pronouncing a word, the approved method — at least that which we prefer — is given first; after it, in parenthesis, the other method or methods.

7. Miscellaneous Suggestions. — The parts of this work may be studied in the order in which they are arranged, or in any other that the teacher may prefer. Perhaps it would be best to study the Rules of Spelling first, so that the learner may have their assistance in studying the words of Parts I. and II.

These lessons, though apparently hard, may be used by lower as well as advanced classes; but, when used by the former, only the easier words should be learned as a first course, reserving the harder ones for a second.

In connection with the spelling exercise, it is an excellent plan to have pupils write sentences containing some of the more useful words. This plan is successfully pursued by some teachers; and the exercise forms an excellent introduction or auxiliary to the study of grammar and composition.

Encourage pupils to *use the dictionary constantly*, both for pronunciations and definitions.

8. Spelling Blanks. — The written method of spelling is greatly preferable to the oral. This is evident from the fact that often those who excel in "spelling matches" are bad spellers in composition. (See the Remark, p. 62.) Pupils may write on the blackboard, on slates, or in ordinary composition-books; but, when practicable, they should be supplied with blank-books ruled for the purpose (see specimen page below), both on account of their greater convenience, and because it is well that each student should have a record of his work. The method we have for some time successfully employed is the following:

How Used. — Pupils write the words from dictation as represented below, numbering them in order. Exchange books. Some of the pupils (or the teacher) pronounce and spell the words as

written, each pupil tracing with his eyes the words of the book before him, and putting a mark opposite those that are misspelled, counting mistakes of every kind. Pupils then take their own books, and the teacher calls the roll and ascertains the number of mistakes made by each. At the next recitation the books are handed in, ruled and corrected as in the specimen page given below; and the teacher examines each student on his misspelled words. This is a very important thing, and should not be neglected. The missed words, be they few or many, are worth more to the learner than all the rest of the lesson. Of these he should make himself master: he should "leave no enemies in the rear."

Specimen Page of Spelling Blank.
(Corrected.)

1	abase.		18	February.
2	abreviate.	×	19	feign.
3	ability.		20	guano.
4	able-bodied.			
5	abollish.	×		Corrections.
6	acknowledge.		2	abbreviate.
7	agast.	×	5	abolish.
8	agreeable.		7	aghast.
9	axletree.	×	9	axle-tree.
10	bouquet.		15	Columbian.
11	bronchitis.			
12	Christmas.			
13	chapel.			
14	cholera-morbus.			
15	columbian.	×		
16	duteous.			
17	epitaph.			

NOTE. — If no words are missed, write "Correct" in place of "Corrections," and draw a double line underneath.

ABBREVIATIONS AND SIGNS.

a.	denotes	*adjective.*	*f.*	denotes	*feminine.*
n.	"	*noun.*	*s.*	"	*singular.*
v.	"	*verb.*	*pl.*	"	*plural.*
m.	"	*masculine.*	*pr.*	"	*pronounced.*

† placed after a word means, *consult the dictionary.*

Marked vowels are sounded as in the following words:
fāte, făt, fär; mēte, mĕt; pīne, pĭn; nōte, nŏt; tūne, tŭn.

☞ For explanations and suggestions concerning capitals, hyphens, etc., see Introduction.

THREE THOUSAND

PRACTICE WORDS.

PART I.

FAMILIAR WORDS.

LESSON I.

1. Abase′, abbre′viate, abil′ity, a′ble-bodied, abol′ish, ab′stinence, abun′dance, abyss′, acad′emy, accede′.

2. Ac′cess, accom′modate, accor′dion, accu′mulate, ache, achieve′,* a′cid, acknowl′edgment, act′ual, ad′age.

3. Ad′der, ad′dle, adhere′, adieu′, ado′, adula′-

* See Special Rule for spelling words containing *ei* or *ie*, on page 66, Appendix.

tion, adul'terate, adul'terous, advertise' (or ad'-), adver'tisement (or advertise'ment).

4. Ad'verse, advise', advice', adze (or adz), af'-fable, affin'ity, affright', ag'gravate, ag'gregate, aggres'sion.

5. Aggrieve', aghast', ag'ile, ag'onize, agree'-able, aisle, al'abaster, alac'rity, alcohol'ic, al'der.

6. A'lias (*ā'le as*), al'ibi, al'ien, al'iquot, al'ḳali, al'ligator, all'spice, allu'sion, ally', al'manac.

7. Al'mond (*ah'mund*), al'moner, alms' house, alpac'a (not "alapaca"), al'oe, al'phabet, al'tar (for sacrifice), al'ter (to change), altera'tion, alterca'tion.

8. Alter'nate (or al'ternate), altogeth'er, alum'-nus,* am'aranth, ambig'uous, ambro'sia, amē'na-ble†, am'ethyst, am'icable, ammo'nia.

9. Am'nesty, am'orous, anal'ysis, an'alyze, ana-tom'ical, an'cestor, an'chorage, an'cient, and'iron, an'ecdote.

10. An'glicism, an'guish, an'ise, an'kle, anni-ver'sary, an'nual, an'odyne, anom'aly, anon'ymous, antarc'tic†.

---

* A male graduate is called an *alumnus*, plural *alumni;* a female graduate an *alumna*, plural *alumnæ*. We speak of the alumni of Yale College, the alumnæ of Vassar. Both male and female graduates of a school for both sexes may however be called alumni, according to a well known usage.

LESSON II.

1. Antece'dent, an'telope, an'thracite, antic'ipate, antip'athy, antip'odēs†, antiqua'rian, anx'ious, apol'ogy, apos'trophe.

2. Appall' (or -pal), appara'tus, appar'el, appease', appella'tion, appen'dix, ap'posite, appre'ciable, appren'tice, a'pricot.

3. Archan'gel, arch'itect, ar'chives, ar'duous, ar'rogance, ar'senic (or arse'nic), arte'rial, artil'lery, artifi'cial, ascend'ant.

4. Ascend'ency, ascen'sion, ascertain', ascet'ic, aspar'agus (not "sparrowgrass"), asperse', assas'sin, asth'ma, asy'lum, ath'lete.

5. At'mosphere, atro'cious, at'titude, attor'ney (*-tur-*), auctioneer', auda'cious, au'ger (a tool), au'gur (a prophet), aus'pices, austere'.

6. Au'tograph, au'tumn, auxil'iary, av'alanche, av'arice, averse', aver'sion, avoirdupois', awk'ward, awry'.

7. Ax'le-tree, baboon', bach'elor, bag'gage, bal'ance, balk (*bawk*), bal'lad, balloon', bamboo'zle, banan'a.

8. Bal'uster (or ban'ister), bar'rister, barouche', bar'ytone (or bar'itone), ba'sin, bastile' (*-teel*), bate (to lessen), bait (for fishing), bathe, battal'ion.

9. Baw'ble (or bau-), bawd'y, bay'onet, bay'ou (*bi'oo*), beau, beau'teous, beef'steak, bellig'erent, benef'icence, benefi'cial.

10. Benight'ed, benign', bequeath', bes'tial, bev'el, bev'erage, bewitch', bien'nial, bil'liards, bil'lion.

LESSON III.

1. Bis'cuit, bi'valve, black'guard, blaspheme', bla'tant, blithe'some, bombazine' (or -sine, or -sin), blud'geon, bod'ice, bod'y-guard.

2. Boo'sy (or -zy), boun'teous, bouquet' (*boo ka'*), break'fast (*breck-*), breech'ing (*brich-*), brevier', brigadier', bril'liancy, Britan'nia, brogue.

3. Bronchi'tis (*bron kī'tis*), bron'chial, brooch (*brōch*), browse, brunette', buf'falo, buffoon'ery, bul'rush, bul'wark, bu'reau.

4. Bur'ial, burlesque', bus'ybody, bun'ion, bux'om, buy, buz'zard, by'-law, bull'finch, bull'-frog.

5. Cab'bage, cab'in, chro'mos, co'coa-nut, caca'o (*kaka'o* or *ka'ko*), cajole', cal'dron, cal'endar (an almanac), cal'ender (a press), cal'ibre (or -ber).

6. Ca'liph, calisthen'ics, calk, cal'lus (*n.*), cal'lous (*a.*), cal'omel, calum'niate, Cal'vinist, ca'lyx, cam'eo.

7. Campaign', camphene', cam'phor, can'ister, can'on (rule), can'non (gun), can'onize, can'taloupe (or -leup), can'vas (cloth), can'vass.

8. Cap'ital, cap'itol (building), caprice', cap'taincy, car'rot (vegetable), car'at (4 grs.), car'ol, car'peting, car'riage, car'tilage.

9. Car'tridge, cashier', cas'simere, cas'tigate, cas'tor-oil, cat'alogue, catarrh', catch'up (or cat'sup), car'pet-bagger, cat'echise.

10. Cat'erpillar, cat'erwaul, cathe'dral, cathol'icism, cat's'-paw, cau'dal (relating to tail), cau'dle (gruel), caught, cau'liflower, cavalcade'.

LESSON IV.

1. Cavalier', cav'il, cayenne' (*ka en'*), Cayenne' (*ki en'*), ce'dar, cede, ceil'ing, celeb'rity, cel'ery, celes'tial.

2. Cel'lar, cem'ent (or cement'), cem'etery, cen'sor (a critic), cen'ser (for incense), cen'sure, cen'sus, centen'nial, cen'tury, cer'tainty.

3. Ceru'lean, cessa'tion, chagrin' (*-green* or *-grin*), cham'berlain, cam'omile (or cham-), chan'cellor, chandelier', change'ling, chant'icleer, cha'os.

4. Chap'el, chap'lain, char'acter, charade', char'coal, charge'able, char'ily, char'itable, chasm, chastise'.

5. Chat'tel, chemise', chem'istry, chief'tain, chim'ney, chis'el, chiv'alrous, choc'olate, choir, chol'er.

6. Chol'era-mor'bus, cho'ral, Chris'tendom, Christ'mas, chron'icle, chronol'ogy, chuck'le, ci'der, cin'namon, ci'pher.

7. Cir'cuit, circumlocu'tion, circumscribe', circumstan'tial, clam'or, clandes'tine, clarinet' (not clarionet), clean'ly (*klen-*), clas'sify, cli'mate.

8. Coalesce', coali'tion, coarse (not fine), coax'ing, coch'ineal, coeffi'cient, coerce', cog'itate, cogn'ac (*cōn yac*), cohere'.

9. Cohe'sion, coincide', col'ander (or cullender), col'ic, col'lar, col'league (*n.*), col'lege, collis'ion, col'loquy, col'or.

10. Colonel, colonnade', colos'sal, Colum'bian, combust'ible, col'umn, com'ma, commem'orate, compel', compete'.

LESSON V.

1. Commit'tee, com'monwealth, com'parable, commis'sioner, compar'ison, compat'ible, com'petent, compla'cency, com'pliment (praise), com'plement (full number).

2. Complete', commence'ment, comprehen'sive, control'ler (or comptrol'ler), compul'sion, concede', conceit'ed, conceive', conces'sion, concil'iate.

3. Concise', conclu'sion, con'course, con'crete, concus'sion, condemn', condense', condescend', condign', confec'tionery.

4. Confes'sion, confiden'tial, conflagra'tion, congen'ial, conges'tion, con'jugate, con'queror, conscien'tious, con'scious, consequen'tial.

5. Consignee', consol'atory, constella'tion, conta'gion, contempt'ible, con'troversy, conun'drum, convales'cence, convene', conver'sion.

6. Convulse', cop'ier, cop'yist, coquet' (*v.*), coquette' (*n.*), cop'peras, cork'-screw, corps, corpse, correl'ative.

7. Cor'sair, coun'cillor (or councilor), coun'sellor (or coun'selor), coun'terfeit, coup'le, coura'geous, cour'teous, cour'tesy, cous'in (a relative), coz'en (to cheat).

8. Crease′, cre′dence, creden′tials, cred′ible, cre′osote, crev′ice, cru′el (unfeeling), crew′el (yarn), crib′bage, crit′icise.

9. Croc′odile, croup, cu′cumber, cul′pable, cur′rant (fruit), cur′tain, cush′ion, cus′tard, cu′ticle, cyn′ic.

10. Cy′press, czar, cyl′inder, dahl′ia†, dai′ry, di′ary, diarrhœ′a, dan′druff, debase′, debil′itate.

LESSON VI.

1. Dec′alogue, decease′, deceit′, dec′imal, deci′pher, declen′sion, decrease′, defalca′tion, defama′tion, def′erence.

2. Defi′ciency, def′icit, defunct′, deign, delete′rious, del′icacy, deli′cious, dem′agogue, demon′strable, dense.

3. Deposi′tion, de′pot (or depot′), dep′recate, der′rick, descend′ant, des′ecrate, dessert′, design, despair′, despatch′.

4. Despera′tion, destruct′ible, detach′, dete′riorate, det′riment, deuce, dev′astate, devel′op (or -ope), diær′esis, di′amond.

5. Dif′ficulty, dimen′sion, diphthe′ria (*dif-*),

diph'thong (*dip-* or *dif-*), dis'cipline, discre'tion, discus'sion, dispar'age, dispar'ity, dispen'sary.

6. Disquisi'tion, dissen'sion, dissuade', dissyl'lable (or dis'-), dis'tich (*-tick*), distil'lery, distin'guish, di'verse, diver'sion, doc'ile†.

7. Dom'icile, don'key, dough'nut, drom'edary, drop'sy, dry'ly, duc'at, duc'tile, dumb'-bell, dun'geon.

8. Du'teous, dyeing (coloring), dys'entery, dyspep'sia (or dys'pepsy), ea'ger, ear'nest, ea'sel, ebulli'tion, eccentric'ity, effem'inate.

9. Effete', effi'cient, egre'gious, eighth, eke, elapse', elastic'ity, electioneer', electric'ity, el'ephant.

10. Elic'it, el'igible, elis'ion, elix'ir, ellipse', ema'ciate, em'anate, embalm', embar'rass, embez'zle.

LESSON VII.

1. Em'ery, em'igrate, em'inent, em'issary, em'phasis, enam'el, endeav'or, en'ergize, enfran'chise (*-chĭz*), engag'ing.

2. Ensconce', en'sign, enthu'siasm, en'trails, en-

vel'op (*v.* and *n.*), en'velope (*n.*), enough', enroll', enun'ciate, epaulet' (or -lette').

3. Epis'tle, epis'copacy, Epiph'any, ep'itaph, epit'ome†, equa'tion (*-shun*), eques'trian, equinoc'tial, e'quinox, eq'uipage.

4. Espec'ial, espou'sal, es'sence, essen'tial, eth'ics, etiquette', etymol'ogy, eu'logy, eu'phony, eva'sion.

5. Ewe, ew'er, exag'gerate, exas'perate, exclama'tion, excur'sion (*-shun*), exhil'arate, ex'ercise, expan'sion, expen'sive.

6. Explic'it, expul'sion, ex'quisite, extem'pore†, extraor'dinary (*extror-*), extrav'agant, extreme', ec'stasy, ex'tant, exhibi'tion.

7. Fac'et, face'tious, fac'ile, fac-sim'ile, fac'tious, facti'tious, fag'ot, fal'lible, familiar'ity, fam'ine.

8. Fare, fas'cinate, fash'ionable, fastid'ious, fatigue', fa'voritism, Feb'ruary†, feign, fel'on, fero'cious.

9. Fer'ule (a flat stick), fer'rule (a ring), fet'id, feud, ficti'tious, fil'ament, fir (a tree), fin'ical, fir'kin, flac'cid.

10. Fla'grant, flan'nel, flex'ible, flex'ion, flim'siness, flip'pant, flitch, floe, forbid'ding, for'ester.

LESSON VIII.

1. For'feit, for'eign, foren'sic, for'ty, four'teen, fount'ain, fra'cas, frac'tious, fraught, freck'le.

2. Friv'olous, frŏn'tispiece†, fu'tile, func'tion, fundament'al, fu'neral, fune'real, fun'gous (*a.*), fun'gus (*n.*), fu'sion.

3. Gait'er, gair'ish (or gar'ish), gal'lows (*-lus*), gam'bol, gan'grene, gant'let†, gaunt'let, gape, gauge, gay'ety (or gai'ety).

4. Gav'el, gaw'ky, gazelle', gel'atine, geneal'ogy, gen'eralize, gen'erous, gen'itive, geog'rapher, gera'nium.

5. Germane', Ger'man, gestic'ulate, gest'ure, gew'gaw, ghast'ly, gi'ant, gib'ber, gib'bous, gib'lets.

6. Gigan'tic, gim'let, ging'ham, gyp'sy (or gipsy), gla'cier, glimpse, glis'ten, glut'ton, glyc'erine, glos'sary.

7. Gnash, gnarl, gnaw, gneiss (*nice*), gnu, gondolier', good-by', gor'geous, goril'la, gov'ernor.

8. Gram'mar, grăn'ary†, grand'eur, gran'ite, gratu'itous, grav'el, grease (*v. grēz, n. grēs*), griev'ous, gris'ly (frightful), griz'zly (grayish).

9. Grov'el, gua'no†, guar'anty (or guarantee'),

guar'dian, guerril'la (or guerilla), guin'ea, guise, guitar', gul'lible, gump'tion.

10. Gut'ta-per'cha†, gut'tural, gymna'sium, gyp'sum, guy, gyve, guile'less, gris'tle, gra'cious, gibe (or gybe).

LESSON IX.

1. Habit'uate, hack'neyed, hal'ibut (*hol-*), hag'-gard, hallelu'jah, ham'mock, hand'kerchief, ha-rangue', hap'-hazard, har'ass.

2. Har'dihood, harts'horn, has'sock, hatch'et, haugh'ty, haul, head'ache, hearse, heath'en, heif'er.

3. Height, hei'nous (*hā-*), heir'loom, he'lio-trope, hem'isphere, hered'itary, her'esy, her'oine (*hĕr o ĭn*), hes'itancy, hic'cough (*hik'kup* or *hik'-kof*).

4. Hick'ory, hid'eous, high'-spirited, hitch, hoar'-frost, ho'cus-pocus, hodge'-podge, hoarse, hoax, hol'iday.

5. Home'stead, hom'icide, hom'iny, hon'ey-suckle, hon'orary, hoop'ing-cough (or whoop'-), horizon'tal, hor'ror, hor'ticulture, ho'siery.

6. Hos'pitable, hos'tler (*os-* or *hos-*), hot'test,

house'wife (*house'wife* or *huz'wif*), hov'el, hub'bub, hu'mor, hur'ricane, hurrah' (or hurra'), hy'acinth.

7. Hy'phen, hypoc'risy, hy'son, hys'sop, hov'er (*huv-*), hus'tle, hyster'ics, hyp'ocrite, hymene'al†, hydropho'bia.

8. Ice'berg, i'cicle, id'iocy, id'iom, i'dol, illeg'ible, illic'it, illit'erate, illog'ical, im'age.

9. Imagina'tion, illu'sion, im'itate, imme'diate, immense', im'minent, im'migrate, impede', impel', immu'table.

10. Impercept'ible, implic'it, impos'tor, impugn', im'pulse, inau'gurate, incapac'itate, incar'cerate, incen'diary, increase' (*v.*).

LESSON X.

1. In'cense (*n.*), incense' (*v.*), incip'ient, incor'rigible, indel'ible, indescrib'able, indestruct'ible, india-rub'ber, indict' (in law), indite' (to dictate).

2. Indispens'able, indorse' (or endorse), iner'tia, infat'uate, influen'tial, influen'za, ingen'ious, ingen'uous, ingra'tiate, inher'itor.

3. Ini'tial, initia'tion, insa'tiable, insen'sible, insep'arable, instal'ment (or install-), intense', intercede', in'tercourse, intersperse'.

4. Inver'sion, irrep'arable, irrepres'sible, irrev'ocable, isth'mus, ital'icize, it'erate, is'olate (*ĭs*-), inter'rogate, intel'ligible.

5. Jack'al, jack'anapes, jamb (of a door), jaun'dice, jeal'ous, jean (*jān*), jeop'ard, jin'gle, jock'ey, jocose'.

6. Jog'gle, jour'ney, judi'cial, ker'nel, kiln, kitch'en, knap'sack, knead, knit, knob.

7. Knuck'le, knurl, knick'knack, lab'oratory, lab'yrinth, lac'erate, lapel', lapse, lar'ynx, lath.

8. Lathe, lat'eral, las'situde, lăt'tice, let'tuce, lau'danum, lau'reate, lav'ender, leav'en, leg'ible.

9. Leg'islature, lei'sure (*lee*-), lem'on, lē'nient†, leop'ard, lep'rosy, lev'ee, li'cense, licen'tious, lic'orice.

10. Lief, lien (*le'en* or *li'en*), li'lac, lil'y, lin'en, lin'guist, lin'iment, liq'uor, lit'eral, liq'uefy.

LESSON XI.

1. Loath (or loth), loathe, longev'ity, lul'laby, lun'cheon, lus'cious, luxu'riant, lyce'um, loose, lose.

2. Loquac'ity, lynx, lymphat'ic, lie, ly'ing, li'ar, machin'ist, mack'erel, madei'ra, mahog'any.

3. Main'tenance, man'sion, man'tel (of a chimney), man'tle (a cloak), man'tua-maker (*man'tu a-* or *man'tu-*), manufac'tory, manufac'turer, mar'igold, mar'malade, mar'riageable.

4. Mar'tin (a bird), mar'ten (an animal), mar'shal, mar'tial (military), mar'tingal (or -gale), mar'tyr, mas'sacre, mat'rass (a vessel), mat'tress (a bed), may'or.

5. Mea'gre (or -er), mea'sles, mechan'ical, medal'lion, med'icine, mel'ancholy, mel'on, mem'oir†, menag'erie, meri'no.

6. Met'al, mete, me'teor, mi'croscope, mien, mili'tia, millen'nium, mil'linery, millionaire', mim'ic.

7. Mir'acle, mir'ror, miscella'neous, mis'chievous, mis'sile, moc'casin, moi'ety, monot'onous, mon'eys (often improperly written monies), mon'ogram.

8. Moreo'ver, moroc'co, mor'tar, mor'tise, mov'able, mu'cilage, mu'cus (*n.*), mu'cous (*a.*), munic'ipal†, mur'mur.

9. Mus'cle, Mus'sulman (pl. -mans), mustache' (or mous-), mus'tard, mu'tilate, myrrh, molas'ses, Mag'na Char'ta†, muse'um, mosqui'to (or mus-).

10. Nau'sea, neb'ula (pl. -læ), nec'essaries, nec'tarine, nego'tiate (*-shate*), neph'ew, nep'otism, nes'tle, neural'gia, niche.

LESSON XII.

1. Nick'el, niece, nom'ad, nomenclat'ure, nom'inative, not'able (noted, pr. *nō't a ble*), not'able (industrious, pr. *nŏt'a ble*), nour'ish, nox'ious, nui'sance.

2. Num'skull, nup'tial, nutri'tious, obei'sance (*o be'-* or *o ba'-*), oblig'ing, obscene', ob'sequies, occa'sion, o'chre (or ocher), oblique' (*-leek* or *like*).

3. Oc'ular, odorif'erous, offence' (or offense), offen'sive, offi'cious, ome'let (*om'let*), omnis'cient, omniv'orous, on'erous, on'ion.

4. On'slaught, ō'nyx, ooze, opaque', opodel'doc, opos'sum, op'tional, orang'-outang', or'dinance, ord'nance.

5. Or'ifice, or'phanage, or'thoepy, os'cillate, osten'sible, ox'ygen, oys'ter, or'chestra, oppo'nent†, ob'solete.

6. Pac'ify, pag'eant (or pa'geant), pal'ace, pala'-

tial, pal'atable, palä'ver, palisade', pal'let (bed), pal'liate, pamphleteer'.

7. Panace'a, pan'el, pan'nier, pantalets', parade', paral'ysis, paregor'ic, par'liament, par'oxysm, parquet' (*-ka*).

8. Par'ricide, par'tial, parti'tion, par'tridge, pa'tient, pa'triarch, patrol', pavil'ion, peas'ant, pecul'iar.

9. Ped'agogue, ped'al (*n.*), ped'dle, peniten'tiary, pen'sion, Pen'tateuch, Pen'tecost, perceiv'ing, peren'nial, per'jure.

10. Perni'cious, per'quisite, persever'ance, peti'tion, pha'eton†, phan'tom, pharisa'ical, pha'lanx, phar'ynx, phœ'nix.

LESSON XIII.

1. Philol'ogy, philosoph'ical, phlox, phlegm, phonog'raphy, phos'phorus (*n.*), phos'phorous (*a.*), photog'raphy, physi'cian, physiolog'ical.

2. Pu'issant, pig'eon-hole, pit'eous, piv'ot, plain'tiff, plateau', plei'ades, plē'nary†, pleu'risy, plov'er (*pluv-*).

3. Pneumo'nia, politi'cian, polyg'amy, pol'-

yglot, pol'ysyllable, pom'ace (ground apples), pom'mel, pop'ulace, pop'ulous, por'celain.

4. Po'rous, por'ridge, porte'-monnaie, portfo'lio, possibil'ity, post'humous, post'script (P. S.), poten'tial, poul'tice, prai'rie.

5. Precede', prec'ipice, pref'erable, prej'udice, pre'mier (*pre'meer* or *prem'yer*), pres'bytery, prescrip'tion, pretence' (or pretense), preten'sion, priv'ilege.

6. Prin'ci*pal* (chief), prin'ci*ple* (truth), probos'cis, proceed', proc'ess (*pros'ess*, not *pro'cess*), prod'igal, profi'ciency, pro'file (*-file* or *-feel*), prog'eny, prol'ogue (or pro'logue).

7. Prom'issory, prop'agate, proph'ecy (*n.*), proph'esy (*v.*), propi'tiate, pros'elyte, psalm, psal'mody (*sal-*), pu'erile, pugna'cious.

8. Pum'ice (or pu'mice), punctil'ious, pur'chasable, pur'lieu, pu'trefy, pyg'my, pyri'tes, pyr'amid, pyrotech'nics, psychol'ogy.

9. Quadrille', quay (*kē*), quer'ulous, quintes'sence, quies'cence, qui'nine, quin'sy, quo'rum, quo'tient, rad'ical.

10. Rad'ish†, ragamuf'fin, rail'lery (*ral-*), rai'sin, rapa'cious, rar'efy, ras'pberry (*raz-*), rav'el reb'el (*n.*), receipt'.

LESSON XIV.

1. Rebel'lious, receiv'able, recess'†, rec'ipe, recollect', rec'ompense, recrim'inate, recur'rence, refrig'erator, reg'icide.

2. Regret'ting, rehearse', reimburse', rel'evant. relig'ious, relin'quish, reme'diable, remed'iless (or rem'-), reminis'cence, remis'sion.

3. Remov'able, ren'dezvous (*ren' de voo*), renuncia'tion, repartee', repel'lent, req'uisite, rescind', res'ervoir (*-vwor*), respect'fully, respec'tively.

4. Respon'sible, res'taurant (*res' to rant* or *res to rong'*), resus'citate, retal'iate, reveren'tial, rev'ery (or reverie'), rever'sion, revul'sion, rouge, rheu'matism.

5. Rhinoc'eros, rhu'barb, rhyme, rutaba'ga, rib'ald, right'eous, rogu'ish, routine' (*-teen*), route (*root* or *rowt*), ruf'fian.

6. Sac'rifice (*-fize*), sacrile'gious, saga'cious, sal'ad, salera'tus, salm'on (*sam-*), salt'-cellar, salve, salt-rheum', salu'tatory.

7. San'guine, sanguin'eous, san'itary, san'atory, sap'phire (*saf'fer* or *saf'fire*), sar'donyx, sarsapari'la†, sas'safras, satch'el, sat'ellite.

8. Sa'tiate, sat'in, sa'tyr (or sat'yr), schol'ar,

scan'dal, scarlati'na, scep'tre (or -ter), sched'ule, scheme, scal'lop (*skol' lup*).

9. Schoon'er, scientif'ic, scis'sors, scourge†, screech, scrof'ula, scul'lion, scur'rilous, scythe, secede'.

10. Secrete', sen'ior, sen'ate, se'nile, sen'sible, senten'tial, senten'tious, sep'arate, sep'ulchre (or -er), sal'ary.

LESSON XV.

1. Sel'vage (or sel'vedge), ses'sion (a sitting), ces'sion (a ceding), shep'herd, sher'iff, shov'el, shriek, shriv'el, shrink, sim'ilar.

2. Sim'ile, simulta'neous, sincere', si'necure, skein, sir'loin (or sur-), sir'up (or syr-), si'phon (or sy-), scep'tic (or skep-), sleigh'ing.

3. Sleight, sloe, slough (a mire, pr. *slou*), slough (pr. *sluf*), slov'enly, slug'gard, sluice, so'ciable, sol'ace, soiree' (*swȧvorā*).

4. Solil'oquy, sol'stice, solv'able, som'erset (or sum'merset. Som'ersault, or sum'mersault, is another word having the same meaning), sono'rous, sophis'ticate, soph'omore, sopra'no, sough (*suf*), soul'less.

5. Sov'ereign, South'erner, souve'nir (*soov'neer* or *soovneer'*), spa'cious, span'iel, spe'cial, spe'cies, sphere, spig'ot, spin'ach (or spinage).

6. Satinet', stalk, stal'lion, stam'mer, stampede', sta'ple (not "steeple"), squā'lor†, squal'id, stat'ute, stat'ue.

7. Stead, stel'lar, stench, sten'cil, ster'eoscope (or ste'-), ster'eotype (or ste'-), ster'ile, stol'id, spontane'ity, sta'tionery.

8. Stir'rup, stom'ach, straight'way, strait'-jacket, strength'en, stretch, strych'nine, stu'pefy, stupen'dous, stur'geon.

9. Style (in writing), stile (steps), sua'sion, suav'ity (*swav'-*), stut'tering, subser'vient, subsid'iary, substan'tiate, subterra'nean, succeed'.

10. Sub'tile, subt'le (*sut'l*), suc'cor, suc'cotash, succumb', suffice' (*-fize*), suf'focate, suffuse', suggest', su'gar-cane.

LESSON XVI.

1. Su'icide, suite (*sweet*), sul'phur, su'mac (or su'mach, pr. *shoo'mak*, also written shu'mac), sum'mary, sump'tuous, superfi'cial, superintend'ent, supersede', supersti'tious.

2. Supervi'sor, sur'cingle, sure, sur'feit, survey'ing, susceptibil'ity, suspen'sion, suspi'cious, sus'tenance, swap.

3. Swath, swāthe† (a bandage), swear, sweet'brier, swing'ing, swinge'ing, swim'ming, switch, swiv'el, swol'len.

4. Sword'-fish, syc'amore, syl'lable, sym'bol, sym'metry, sym'pathize, sym'phony, symp'tom, syn'agogue, syn'od.

5. Syn'onyme (or synonym), synop'sis, syntac'tical, sys'tematize, sec'retary, seiz'ing, skil'ful (or skill'ful), siege, sci'on, sieve.

6. Tab'ernacle, tableau', tab'ular, tast'y, tac'iturn, tack'le, tail'or, tambourine' (*-een*), tan'gible, tan'sy.

7. Tapio'ca, tear (to rend), tar'iff, tar'tar, tas'sel (not "tos'sel"), tautol'ogy, taw'dry, tax'able, tech'nical, te'dious.

8. Teeto'taler, tel'egram, tel'egraph, teleg'raphy†, tel'escope, tel'ephone, tem'poral, ten'able, tena'cious, ten'ant.

9. Ten'derloin, ten'ement, ten'et, ten'on, ten'sion, tep'id, ter'magant, ter'ra-cot'ta, ter'rapin, terres'trial.

10. Terra'queous, terse, ter'tiary, tet'anus, te'trarch, the'atre (or -er), tex'tile, theod'olite, theoret'ical, this'tle.

LESSON XVII.

1. Tho'rax, thor'ough, thral'dom (or thrall-), thresh'old, throe (pain), thyme (plant), tick'lish, tier (row), tinc'ture, tip'sy.

2. Tit'tle-tat'tle, tobac'conist, tol'erate, tom'a-hawk, toma'toes, tongue'-tied, ton'ic, ton'sil, ton-tine' (*-teen*), tooth'ache.

3. To'paz, top'ic, topog'raphy, topograph'ical, tor'toise (*-tiz* or *-tis*), tor'tuous, touch'y, tow'eling (or towelling), tra'chea (*tra' ke a*), tract'able.

4. Traf'fic, traf'ficking*, trag'edy, traipse, trai'-tor, tran'quillize (or -quilize), transcend'ent, tran-scribe', transgres'sion, tran'sient.

5. Transi'tion, transmis'sible, tran'som, trans-par'ent, trav'el, trav'ail (to labor), trav'erse, treach'erous, treas'urer, trea'tise.

6. Treaties (pl. of treaty), trem'or, tres'tle, triph'thong, tris'yllable, triumph'ant, tro'phies, trough, trow'sers (or trousers), trun'dle-bed.

7. Tu'bercle, Tues'day, tui'tion, tu'mor, tun'nel, tureen', tur'gid, turgid'ity, tur'key, tur'nip.

8. Tus'sle, twee'zers, twitch, tym'panum, typ'i-cal, typog'rapher, typograph'ical, tyr'anny, tyran'-nicide, trepan'ning.

* See special rule, page 66.

9. Ultimā'tum†, umbra'geous, umbrel'la, uncon'scionable, unc'tion, un'guent, unique' (*uneek*), Unita'rian, Univer'salist, unprec'edented.

10. Unprin'cipled, unri'valled (or unri'valed), unsophis'ticated, uphol'sterer, usurp', u'sury, utilita'rian, uxo'rious, until', us'ing.

LESSON XVIII.

1. Vac'cinate, vac'illate, vac'uum, vag'abond, vaga'ry†, vague, veil (or vail), val'ance, valedi'tory, val'entine.

2. Val'et, val'iant, valise' (*-lees*), val'leys, val'orous, valve, van'dal, vam'pire, vane, vanil'la.

3. Va'riable, va'riegate, vari'eties, va'rioloid, vedette' (or vidette'), veg'etable, ve'hemence, veloc'ipede, velveteen', ve'nal.

4. Ven'due, veneer', vene'real, ven'geance, ve'nial, venison (*ven'zn* or *ven'ezn*), ven'omous, ven'tilate, ventril'oquism, ven'turous.

5. Vera'cious, verbose', vermil'ion, vernac'ular, ver'satile, ver'sion, ves'tige, vet'erinary, vic'ar, vica'rious.

6. Vi'cious, vicis'situde, vict'uals (*vit'tlz*), vig'il,

vignette (*vin yet'* or *vin' yet*), vil'ify, vil'lainous (or villanous), vin'egar, violoncel'lo (often incorrectly written violincello), vir'ulent.

7. Vi'tiate, vit'riol, vit'reous, vitu'perate, viva'cious, vocif'erate, vogue, voli'tion, volup'tuous, vora'cious.

8. Wad'ding, wab'ble, waf'fle, wăg'on, waist (of a person), waste (loss), waist'coat (*wās' kōt* or *wes' kut*), waive, wal'let, wal'low.

9. War'rant, war'rior, weap'on, wea'risome, wheth'er, weth'er (sheep), Wednes'day, wee'vil, weigh, weird.

10. Wel'come, wel'fare, well'-bred, wheel'barrow, wheeze, whereas', wher'ry, whet'stone, whey, wry.

LESSON XIX.

1. Whif'fletree (or whip'pletree), whirl'igig, whis'tle, whit'tle, whol'ly, whoop'ing-cough (or hooping-cough), whor'tle-berry (or huck'le-berry), wid'ow, wield, wil'ful (or willful).

2. Wince, witch'ery, withal', withe, withhold', wiz'ard, woe'-begone, wom'en, wor'ry, wors'ted (*woos'ted*).

3. Wart, wran'gle, wrap'per, wrath'ful, wreath, wreak, wren, wrest, wres'tle, wise'acre.

4. Wretch'ed, wrig'gle, wheel'wright, writhe, wrong'fully, wroth, wrought, wnir'ring, wea'sel, wraith.

5. Yacht (*yŏt*), Yan'kee, yea, yearn, yeo'man, yield, yolk (*yōk*), yeast†, zeal'ous, zeph'yr.

6. Zoölogy, zouave', ben'efited, bil'ious, like'lihood, inim'ical, pit'iless, petro'leum, persist'ence, prof'ited.

7. Wrin'kle, unpar'alleled, sor'ghum, precoc'ity, acquit'tal, an'archy, sparse, incis'ion, irrev'erent, chest'nut (*ches' nut*).

8. Clique (*kleek*), Hoos'ier (*hoozh'yer*), erro'neous, musk'-melon, outrage'ously, sub'sidize, naturaliza'tion, irresist'ible, com'promise, benzine'.

9. Chignon' (*shin yon'*), pic'nic, hon'eyed, physiog'nomy, mort'gage, obit'uary, indig'enous, a'queous, pertina'cious, discour'teous.

10. Verbe'na, pet'tifogger, crochet' (*-shā*), phos'phate, clap'board (*clab'-*), balustrade', complex'ion, ab'rogate, abscond', fi'nis.

PART II.

DIFFICULT WORDS.

LESSON I.

1. Aberra'tion, abey'ance, abom'inate, aborig'ines, abrade', ab'scess, abscis'sion, abstruse', abut'ment, accel'erate.

2. Acces'sible, acces'sory (in law acces'sary), acclama'tion (applause), acclima'tion, accli'mate†, accliv'ity, accom'plice, accou'tre (or -er), accre'tion, accrue'.

3. Aceph'alous, acer'bity, ace'tous, achromat'ic, ac'me, acous'tic, acquiesce', acu'men, ada'gio, adden'dum.

4. Ado'be, adoles'cent, adventi'tious, æo'lian, aë'rial, ae'rie (*e'ry* or *a'ry;* also written ey'rie and ey'ry), a'ëriform, a'ërolite, a'ëronaut, aërostat'ics.

5. Æsthet'ic (or es-), affil'iate, ag'ate, agglom'erate, ag'grandize, agra'rian, aid-de-camp (*aid-de-kong'*), alamode', albe'it, al'chemy.

6. Align'ment, allega'tion (assertion), alliga'tion (in arith.), allitera'tion, allop'athy†, amanuen'sis, amateur', ambas'sador, ame'liorate, amor'phous.

7. Amour', amphib'ious, amphithe'atre (or -er), anabap'tist, anach'ronism, an'agram, andan'te, anem'one, an'eurism, animal'cule (Latin form, s. animalculum, pl. -la).

8. An'nalist, an'alyst, annuncia'tion, an'serine, antedilu'vian, an'tichrist, antique', antiscorbu'tic, antisep'tic, a'piary.

9. Antith'esis, an'titype, ape'rient, aph'orism, apoc'alypse, apoc'rypha, ap'othegm, apos'tasy, apothe'osis†, appur'tenance.

10. Apropos' (*-po*), aq'ueduct, aq'uiline, ar'abesque, arbit'rament, arbores'cent, archæol'ogy, ar'chaism, ar'chetype, argilla'ceous.

LESSON II.

1. Arraign'ment, assafœt'ida (or asafœtida), asbes'tos (or -tus), as'inine, asphal'tum, asphyx'ia,

athenæ'um (or -ne-), attaché (*-shā'*), attri'tion, au'reole (or aure'ola).

2. Auric'ular, aurif'erous, ausculta'tion, autobiog'raphy, autoc'racy, ax'illary, ax'le-tree, ailan'tus (not -thus), attacked' (*attakt'*, not *attak'ted*), as'phodel.

3. Betrŏth', baccalau'reate, bad'inage†, bagn'io, bap'tistery, bar'nacle, basalt', bas'ilisk, bazaar', bagatelle'.

4. Bateau', baton (*batong'*; also written batoon'), belea'guer, belladon'na, belles-let'tres, ber'yl, bibliograph'ical, bib'ulous, bilin'gual, billet-doux (*bil' la-doo'*).

5. Bissex'tile, biv'ouac, blanc-mange (*blomonge'*), boat'swain (*boat' swain* or *bo' sn*), bohea', bon-mot (*bong mo'*, or *bong' mo*), bourgeois (*burjois'*), bow'ie-knife, bucol'ic, blasé (*blaz ā'*).

6. Buoy'ant, burgh'er, bul'letin, but'tress, camel'opard†, Cauca'sian†, cicero'ne (*chechero'ne* or *siserо'ne*), cadav'erous, cæsu'ra, cachinna'tion (*kak-*).

7. Calca'reous, cal'culus (*n.*), cal'culous (*a.*), callig'raphy (or calig-), callos'ity, can'nibalism, can'ticle, caoutchouc (*koo' chook*), cap-a-pie' (*-pee*), capa'cious.

8. Capar'ison, cap'illary (or capil'lary), ca-

price′, cap′taincy, capuchin′ (*-sheen*), car′acole, caravan′sary, car′icature, carne′lian (or cor-), carniv′orous.

9. Com′batant†, com′bativeness†, com′plaisance, con ge′ri es†, contour′, con′trary†, con′versant, cu′linary, cu′pola, cartouch′.

10. Casque, cou′rier (*koo-*), cas′tellated, cas′uistry, cat′acomb, cat′alepsy, cat′afalque, catas′trophe, catechet′ical, catechu′men.

LESSON III.

1. Categor′ical, cancella′tion, caustic′ity, cau′terize, cazique′, cel′ibacy, cen′otaph, cen′taur, cen′tralize, centrif′ugal.

2. Centrip′etal, cephal′ic, cer′ebral, cere′ment† (*seer-*), cer′vical, ceta′ceous, chagreen′ (or sha-, leather), chalced′ony (or chal′-, pr. *kal-*), chal′dron (*chawl-*), chalyb′eate.

3. Chame′leon, chamois (*sham′e* or *sha moi′*), champaign′ (a plain), champagne′ (wine), chaperon (*shăp′er ōn*), char′latan, chateau′, cher′sonese (*ker-*), shevalier′, chica′nery.

4. Chimer′ical, chirog′raphy, chirop′odist, chlo′-

rine, chrism, chromat'ic, chronom'eter, chrys'alis, chrys'olite, cologne'.

5. Chyle, chyme, cic'atrice, cinque (five), chough, coadju'tor, coag'ulate, cock'atrice, cockswain (*cock'swain* or *cock'sn*), cogni'tion.

6. Commandant', commen'surable, commis'erate, com'missary, compres'sible, concatena'tion, concise', concu'piscence, Congrega'tionalist, conif'erous.

7. Connoisseur', constitutional'ity, consum'mate, contempora'neous, con'trariwise, contravene', contuma'cious, convey'ancer, cor'morant, cym'bal.

8. Corol'la, corpo'real, cor'poral, cor'puscle, correl'ative, corus'cate, cosmog'raphy, coterie', cotyle'don, cou'pon.

9. Cov'ey (*kuv-*), cox'comb, craniol'ogy, creta'ceous, critique' (*-teek*), cru'cible, crys'talline, cu'cumber, cuirassier' (*kwe-*), cune'iform.

10. Cur'few, cortege (*kor'tāzh*), curvilin'ear, cuta'neous, cyclopæ'dia (or cyclope'dia), cyg'net, cyst, cynosure (*sī'no shoor* or *sin-*), chlo'roform, cuisine' (*quezeen'*).

LESSON IV.

1. Dactyl'ic, daguerre'otype (or daguerr'otype), debauchee', debouch' (*-boosh*), débris (*da bre'*), début (*da boo'*), decid'uous, def'lagrate, degluti'tion, delect'able.

2. Deliquesce', demesne' (estate), demur'rer, den'tifrice, deroga'tion, des'ecrate, desic'cate (or des'-), desidera'tum†, des'uetude, deter'sive.

3. Devotee', diaph'anous, di'aphragm, di'ocese, dishabille', dishev'el, diuret'ic, domicil'iate, draughts'man, dol'orous.

4. Dis'putable†, discourse'†, debutant' (*-tong*), effervesce', effi'cient, efflores'cence, ei'der-down (*i' der-*), eleemos'ynary, elegiac (*elegi' ac* or *ele' giac*), elys'ium.

5. Em'bryo, empir'ical, empyre'an, employé (*employ ā'*), élite (*a leet'*), emul'sion, encore (*ong kore'*), entomol'ogy, ennui (*ong nwe'* or *än we'*), ephem'eral.

6. Ep'ic, epicure'an, ep'ilepsy, ep'ilogue, equilat'eral, escutch'eon, esoter'ic, es'pionage†, Es'quimau (*es' ke mo*, pl. -maux), erysip'elas.

7. E'tiolate, eu'charist, eu'phemism, evanes'cent, evis'cerate, exac'erbate, excheq'uer, excis'ion, exco'riate, excres'cence.

8. Ex'cretory (or excre'-), excru'ciating, exege'-sis, ex'orcise (to cast out, etc.), extir'pate, extra'-neous, ē'quable†, etagere† (*et a zhair'*), exposé (*n., expo zā'*), ex'tant†.

9. Extŏl', fren'zy (or phren'sy), façade', fal'chion (*fawl' chun*), fal'con (*faw' kn*), falset'to, phan'tasy (or fan-), feas'ible, feb'rifuge, fe'brile (or feb'-), fec'undate (or fecun'-).

10. Felic'itate, fe'lo-de-se, feoff (*fef*), ferru'-ginous, fête (*fate*), fidu'cial, fil'ament, fina'le (*fe-nä'lā*), finesse', flag'ellate.

LESSON V.

1. Flag'eolet, flagi'tious, flag'on, flam'beau, fledge'ling, floc'culent, flow'er-de-luce, flux'ion, folia'ceous, frank'incense.

2. Fuga'cious, fur'lough, fu'sible, fruit'erer, fus'tian, fuch'sia (*few' she a*), faux'pas (*fo' pä*), finance'†, financier', frŏn'tier.

3. Gallina'ceous, galoche', garrote', gar'rulous, gasom'eter, gel'id, genuflec'tion, geod'esy, Giaour (*jowr*), gher'kin (*gur-*).

4. Gil'lyflower, glu'tinous, go'pher, graminiv'-

orous, graniv'orous, grega'rious, grimal'kin, grotesque', gubernato'rial, gyr'falcon (or ger-).

5. Gud'geon, guil'lotine (or -tine'), gy'ral, gun'wale (commonly pr., and often written, gun'nel), gon'dola†, grā'tis†, guipure'†, gas'eous (*gaz-*), glā'mour, gour'mand (*goor-*).

6. Ha'beas cor'pus, Hawaiian (*-wi'yan*), habil'iment, hal'cyon, hallucina'tion, har'lequin, harp'sichord, haut'boy (*ho-*), hebdom'adal, hec'atomb.

7. Hegi'ra, hem'orrhage, hep'tarchy, herba'ceous, hercu'lean, heredit'ament, here'siarch, hermaph'rodite, hermeneu'tics, hes'itancy.

8. Het'erodox, heteroge'neous, hexam'eter, hi'erarchy, hieroglyph'ic, hippopot'amus, hir'sute, historiog'rapher, hoi'den, houri (*howr'e*).

9. Holm (an islet, pr. *home*), homœop'athy (or homeop-), homoge'neous, hor'oscope, hor'tatory, hough (*hok*), humil'iate, hussar', hydrau'lics, hy'drogen.

10. Hydrop'athy†, hydrostat'ics, hyper'bole, hypercrit'icism, hypochondri'acal, hypoth'enuse, hypoth'esis, hy'gi ene†, ha'rem, habitué (*ah bit u ā'*).

LESSON VI.

1. Ichthyol'ogy, ideal'ity, idiosyn'crasy, idol'atrous, i'dyl, ig'nis-fat'uus, ignomin'ious, illim'itable, im'becile, im'manent.

2. Immŏb'ile†, imbrogl'io (*imbrōl'yo*), impas'sable, impas'sible, imperturb'able†, imper'vious, impla'cable, impromp'tu, improvise', inconceiv'able.

3. In'cense (*n.*), incense' (*v.*), incog'nito (fem. -ta), inef'fable, ineffica'cious, inextin'guishable, infan'ticide, inflores'cence, iniq'uitous, innoc'uous.

4. Innuen'do, inoc'ulate, inquisi'tion, insectiv'orous, inter'calary, intrigue', inveigh', invei'gle, iras'cible, irides'cent.

5. Irremē'diable, isos'celes, īsother'mal, īsoch'ronous, ipecacuan'ha, īs'olate†, illus'trate, irrecog'nizable, intaglio (*-tal'yo*), interloc'utor.

6. Irra'tional (*-rash-*), jes'samine (or jas'mine), jave'lin (*jav'-*), joust (*just*), jū'gular†, justi'ciary, ju'jube, kalei'doscope, knight-er'rant, keel'son (*kěl-*).

7. Ker'osene, Ku-klux', lach'rymose, lackadai'sical, lac'quer, lamm (to beat), lasciv'ious, legit'imacy, lethe'an, li'chen (or lich'en).

8. Lignum-vi'tæ, lilipu'tian, liq'uidate, lithog'-

raphy†, log'arithm, lugu'brious, macad'amize, macaro'ni, mac'erate, mephit'ic.

9. Mach'inate, mal'achite, malign', malm'sey, manége (*man āzh'*), manœu'vre (or -euver), man'ikin, mar'chioness, marquee' (*-kee*), masquerade'.

10. Mat'ricide, max'illary, mediæ'val, meer'schaum, mellif'luous, mêlée (*mā lā'*), menda'cious, mendic'ity, meretri'cious, met'allurgy.

LESSON VII.

1. Metamor'phosis, met'aphor, metaphys'ics, met'tle, metempsycho'sis, meteorolog'ical, meton'ymy, Mich'aelmas, mignonette' (or -onnette), minu'tiæ.

2. Mirage' (*-razh*), mis'sal, mistletoe (*miz' zl tō*), mnemon'ics, mol'ecule, mon'astery, monog'amy, mon'ologue, mosque, mu leteer'.

3. Mys'ticism, mythol'ogy, melange'†, moräle'†, morpholog'ical, nai'ad, na'dir, naph'tha, nas'cent, neol'ogism.

4. Ne'ophyte, non'descript, nonpareil' (*-rel*), novi'tiate, nu'cleus, nun'cio, nymph, naïve† (*nä' ēv*), naïveté† (*nä' ēv tā*), nonchalance'.

5. Micros'copy†, ol'igarchy, olym'piad, opales'cent, oph'icleide, oph'thalmy, oppugn', or'chis, ormolu', or'rery.

6. O'sier, ou'sel (*oo'zl*), ovip'arous, oleag'inous, obes'ity, o'boe, obstrep'erous, ode'on†, o'gre, ob'ligatory†.

7. Pac'ify, pæ'an (or pe-), pal'adin, palanquin' (*-keen*), pal'ette, pal'frey (*pawl-*), pallad'ium, panegyr'ic, par'achute, parish'ioner.

8. Par'adigm, parallel'ogram, par'amour, paraphern'alia, paro'chial, par'oquet (*-ket*), parterre' (*-tair*), pas'chal, pasha' (also written pacha, pashaw, and bashaw), pelisse'.

9. Pasquinade', patri'cian, patronym'ic, peccadil'lo, personnel', pen'sile, peripatet'ic, periph'ery, perspica'cious, phantasmago'ria.

10. Philip'pic, phil'omel, philoprogen'itiveness, phil'ter, phlebot'omy, phosphores'cence, picturesque', piqu'ant (*pik-*), pique, piquet' (*-kĕt*).

LESSON VIII.

1. Pla'giarize, plumb'er, plebei'an, poig'nant, polytech'nic, pomegran'ate, pon'iard, pop'injay, por'phyry, pirouet'ting.

2. Por'poise (*-pus*), portman'teau, postil'ion, pre'scient, proc'urator†, pref'erence, proscē'nium, protégé (*pro ta zhā'*), provin'cialism, prov'ost.

3. Psal'tery, phenom'enon (pl. -na), punch'eon, pur'suivant, pū'rulent†, pusillanim'ity, putres'cent, pia'no-for'te (*pe ä' no-fōr tā*), pro'tean, quadru'manous.

4. Quid'nunc, ragout' (*-goo*), ranche'ro (*-cha'ro*), ratiocina'tion, rationa'le (*rash un ā' le*), recal'citrant, recen'sion, reces'sion, recitative' (*-teev*), recog'nizance.

5. Rec'ondite, recon'noissance, rectilin'eal, ref'luent, refran'gible, régime (*ra zheem'*), regur'gitate, rehabil'itate, rep'ertory, reprehen'sion.

6. Rescis'sion, resid'uum, re'trocede (or ret'-), retrogres'sion, reveille (*revāl' yā*), rhap'sody, rhom'boid, ricochet' (*-shay*), risibil'ity, rodomontade'.

7. Ref'erable, roulette', rustic'ity, rhythm, rap'ine, recherché (*reshareshā'*), résumé (a summary, pr. *rezumā'*), roué (*roo a'*), rinse, rab'bet (a groove).

8. Sac'charine, sacerdo'tal, sac'ristan, sang-froid (*sang-frwä'*), sapona'ceous, savan'na, schismat'ical, scin'tillate, sci'olist, scrive'ner.

9. Scrutoire' (*-twor*), scutch'eon, seign'ior (a

title), sen'eschal (*sen' e shal*), seragl'io, seta'ceous, sevennight (*sen' night*), shampoo'†, shek'el, sphinx.

10. Sib'ilant, sib'ylline, sobriquet' (*-ka*), soporif'ic, souchong' (*-shong*), spolia'tion†, stalac'tite, stalag'mite, stam'ina, silhouette (*sil' oo et*).

LESSON IX.

1. Starve'ling, stenog'raphy, ste've dore, stilet'to, scal'awag, sto'icism, strabis'mus, strate'gic, subpœ'na, subsi'dence.

2. Succinct', suc'culent, sudorif'ic, supercil'ious, supereroga'tion, superfi'cies (*-fish' eez*), supervene', suppositi'tious, sur'plice, surrepti'tiously.

3. Sur'rogate, surtout', sut'ure (*sūt' ūr*), syc'ophant, syl'logism, sylph, syn'chronism, syn'co pe, synec'doche, suici'dal.

4. Sot'to-vo'ce (*-vo' chā*), seck'el, serge, tacti'cian, tap'estry, tar'latan, tatterdemal'ion, tergiversa'tion, tes'sellate, testa'ceous.

5. Tête-à-tête' (*tāt-*), theoc'racy, therapeu'tic, tit'illate, tor'sion, tour'nament (*tŭr-*), tour'niquet (*tŭr' ni ket*), toxicol'ogy, trac'tile, trigonom'etry.

6. Trit'urate, trousseau', tru'culent†, trunch'eon,

turges'cence, turquoise' (*-koize*), tym'bal, tranquil'-lity, tic'-douloureux' (*tic'-doo loo roo'*), tintinnabu-la'tion.

7. Trag'acanth, tro'che (a lozenge, *tro'kee*), tulle (*tool*), unscathed', ubiq'uity, umbil'ical, uto'pian, valetudina'rian, vinaigrette'.

8. Var'icose, vaticina'tion, ver'digris (*-grees*), vermicel'li (*ver me chel' le* or *-sel' le*), vicege'rent, vic'inage, videl'icet† (=viz.), virtuo'so (pl. -sos or -si), vis'cous, verisimil'itude.

9. Zo'öphyte, cerebro-spi'nal meningi'tis, chap-arral', hydroceph'alus, elephanti'asis, croquet', chenille (*she neel'*), paradisi'acal, physique', philo-pe'na.

10. Mur'rain, queue (*kū*), quartet', bizarre', vis'-count, psy'chical, pharmaceu'tist, bologna (*bo-lōn' ya*), negligee (*neg le zhā'*), Crédit Mobilier (*crā' de mo-bil' yā*).

PART III.

PROPER NAMES.

LESSON I.

BIOGRAPHICAL AND MYTHOLOGICAL.*

English. — Geoffrey Chaucer, Edmund Spenser, Raleigh, Wm. Shakspeare (or Shakespeare†), Ben Jonson, Percy Bysshe Shelley (*bish*), Disraeli (*dizra'ele*), De Quincey, Felicia Hem'ans, Carlyle, Macaulay, Tennyson, Thackeray, Anne Boleyn (*bul' len*), Macleod (*-cloud*), Charlotte Bron'té (*-tā*), Froude (*frood*), Tyndall, Roths'child (*rŏs'-*), Herschel, Ossian (*osh' an*), Whewell (*hu' el*), Bolingbroke (*bull' ing brook* or *bŏl-*).

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* For the pronunciation, when not given, see "Lippincott's Pronouncing Biographical Dictionary," by Dr. Thomas, or the Appendix to Worcester's or Webster's Dictionary.

† Most Shaksperian scholars now spell the name *Shakspere*.

American.—Jas. Russell Lowell (*lō′el*), Agassiz (*ag′a se*), Calhoun′ (*-hoon*), Horace Greeley, Schuy′ler, Thoreau (*thor ō′*), Sigourney (*sig′er ny*), Trow′bridge (*trō-*), You′mans (*yō-*), Faneuil (*fun′il*), Legaré (*leh gree′*), Alcott (*awl′cut*), Ralph Waldo Em′erson, Duyckinck (*dī′kink*), Guyot (*ge ō′*), Au′dubon, Muh′lenberg, Fre′neau (*-nō*), Ran′dolph.

Foreign.— Thiers (*te air′*), Leverrier′, Mirabeau′, Robespierre′, Voltaire′, Riche′lieu, Descartes′ (*da kart′*), D'Aubigné′, Dumas′, De Staël (*stäl* or *stä el′*), Schil′ler, Goe′the, Leib′nitz, Bis′marck, Hum′boldt, Galile′o, Raph′ael, Mi′chael An′gelo, Cenci (*chen′che*), Men′delssohn, Mey′erbeer, Beethoven (*bā′ to ven*), Pestaloz′zi, Boccac′cio, Dan′te, Garibal′di, Cherubini (*ka roo bė′nē*).

Ancient. — Achil′les, Ulys′ses, Æne′as, Archime′des, Cic′ero, Cat′iline, Julius Cæ′sar, Soph′ocles, Herod′otus, Eurip′ides, Thucyd′ides, Soc′rates, Aristot′le, Tac′itus, Xen′ophon, Ov′id, Pha′raoh (*-ro*), Semir′amis, Cleopā′tra, Amphi′on, Androm′ache, Calli′ope, Euryd′ice, Euter′pe, Terpsich′ore†, Thali′a†, Laoc′oön†, Peg′asus, Æ′sop, Iphigeni′a, Ganyme′des, Oce′anus, Le′the, Melpom′ene, Creu′sa, Pyr′rhus, Zacche′us.

LESSON II.

GEOGRAPHICAL NAMES.*

UNITED STATES.

1. Antie'tam, Am'herst (*am'erst*), Appomat'tox, Al'legheny (or -ghany), Bow'doin (*bō'dn*), Baton Rouge, Bellefonte', Buf'falo, Bing'hamton, Brook'lyn.

2. Cairo (*ka'ro*), Carlisle', Ches'apeake, Chattanoo'ga, Chickahom'iny, Chickamau'ga, Chautau'qua, Caernar'von, Cincinna'ti, Chica'go.

3. Cleve'land, Colora'do, Connect'icut (Conn. or Ct.), Cheyennes (*she en'*), Dubuque (*du book'*), Eu'taw, Get'tysburg, Hav're-de-Grace, Indianap'olis, Junia'ta.

4. Kittatin'ny, Louisia'na (La.), Le'high, Lycom'ing, Lit'iz, Manhat'tan, Mississip'pi (Miss.), Missou'ri (Mo.), Milwau'kee (or -kie), Massachu'setts (Mass.).

5. Ma'ryland (Md.), Mauch Chunk' (*mawk*), Mem'phis, Minneso'ta (Minn.), Nat'chez, Niag'ara, Northamp'ton, Poughkeepsie (*pō kĕp' se*), Rappahan'nock, Prairie-du-Chien.

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* For the pronunciation, when not given, see "Lippincott's Pronouncing Gazetteer," or the proper Appendix in Worcester's or Webster's Dictionary.

6. Read'ing, Rhode Isl'and (R. I.), Sabine (*sah-been'*), San Diego (*de a' go*), Savan'nah, Schenec'-tady, Schuyl'kill, Susquehan'na, Tennessee' (Tenn.), Terre Haute'.

7. Uwch'lan (*yook' lan*), Valparaiso (*-a' zo*, U. S.; *-i' zo*, S. A.), Wilkes'barre (or Wilkes-Barre), Wor-ces'ter (*woos' ter*), Wyo'ming, Wissahick'on, Yough-iogheny (*yok e ga'ny*), Ypsilan'ti, Yre'ka (*wi re'ka*), Yo sem'i te.

FOREIGN COUNTRIES.

8. Ap'ennines, Antilles (*ăn teel'*), Alsace (*al-sass'*), Brit'ain, Berlin', Brem'en, Barba'does, Bue'nos Ay'res, Bordeaux', Cairo (*ki' ro*).

9. Euphra'tes, Ed'inburgh (or -burg, pr. *-bur ro* or *-burg*), Gennes'aret (*g* as in *go*), Gen'oa, Hawai'i, Hay'ti, Jed'do (*yed-*), Leip'sic, Mil'an, Madrid'.

10. Mos'cow (*-co*), Nicara'gua, Nga'mi, Pom-pei'i (*-pa' ye*), Pal'estine (*-tīne*), Pyr'enees, Rio Janei'ro, Shanghai' (*-hi*), Yang-tse-kiang', Vien'-na (*ve-*).

CURIOSITIES.

Beauchamp (*beech'am*), Cholmondeley (*chum'le*), Cirencester (*sis'e ter*), Kirkcudbright (*kerk coo'bre*), Shawangunk (*shong'gum*), Taliaferro (*tol'e ver*), Winnipiseogee (*win e pe saw'ke*), Chisholm (*chiz'm*).

PART IV.

HOMOPHONOUS WORDS.

(WORDS SPELLED DIFFERENTLY BUT PRONOUNCED ALIKE.)

DICTATION EXERCISES.*

LESSON I.

1. The *air* will be cold *ere* morning. 2. Did you *e'er* see the *heir* to the estate? 3. What can *ail* that man? 4. He

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* **To the Teacher.** — Every pupil is supposed to have access to a dictionary; hence it has been deemed unnecessary to give here formal definitions of the homophonous words used in the following exercises. Besides, in most cases the meaning of the word may be seen from the manner in which it is used, so that no definition is needed for the purposes of spelling. The principal words are printed in *italics*. These the teacher may give out singly, if he chooses; but it is generally better to have pupils write the sentences. ☞ *Insist on correct punctuation and capitalization.*

has drunk too much *ale*. 5. *All* shoes are sewed with an *awl*. 6. They are going to *alter* the *altar* of the church. 7. My *aunt ate* an *ant* at *eight* o'clock. 8. You never *ought* to do *aught* without your father's *assent*. 9. The *ascent* was steep. 10. The teacher *bade* me beware of *bad* men. 11. The man *bawled* when the *ball* struck him on his *bald* head. 12. A *bard* is a poet. 13. The gay *belle*, having *rung* the *bell* for a light, *barred* the door and retired. 14. He could not *bear* to have the *bear* bite his *bare* leg. 15. As the *bier passed* she thought of the *past* and *wrung* her hands with anguish. 16. I have *been* to the corn *bin*. 17. He *brews* good *beer*. 18. I have a *bruise* on my hand. 19. The girl asked her *beau* to *buy* her a pink *bow*. 20. As he went *by* he said, "Good-*by*."

LESSON II.

1. The *bough* of the tree made the man *bow*. 2. His *birth* took place in a *berth* of the vessel. 3. A well *bred* young man held the horse's *bridle* while the *bridal* party got a loaf of *bread* and a *bowl* of milk. 4. The *beech* tree near the ocean *beach* has a large *bole*. 5. A *Briton* is a native of *Britain*. 6. What a large *berry!* 7. *Bury* the poor *brute*, and do not *bruit* about his faults. 8. The winds *blew* the clouds across the *blue* sky. 9. Put the *bait* on the hook. 10. Do you know your *lesson?* 11. To *bate* means to *lessen*. 12. Look at the *calendar* and see the date. 13. *Calender* the cloth. 14. A *chaste* woman was *chased* by a *cruel* man and dropped a ball of *crewel*. 15. Cats *climb* with their *claws*. 16. Read the first *clause* of

the sentence. 17. The ships and their *crews* are in a foreign *clime* on a *cruise*. 18. The parcel, *tied* with a *coarse cord*, floated on the *tide*. 19. Of *course* you will take the classical *course*. 20. Sound a *chord* on the organ.

LESSON III.

1. I shall *canvass* the county for subscribers. 2. The *counsel* for the accused appeared before the *council*, which was held in a *canvas* tent. 3. The *colonel* served in the Sixth *Corps*. 4. The apple is rotten at the *core*. 5. I swallowed a *kernel* of corn. 6. Washington is the *capital* of the U. S., and its finest building is the *Capitol*. 7. *Canon* Kingsley fired a *cannon*. 8. The *cession* of Alaska to the U. S. was made during the *session* of Congress. 9. The *choler*ic man wore a paper *collar*. 10. Don't try to *cozen* me, my *cousin*. 11. While I was *sealing* my letter, a spider dropped from the *ceiling* of the room. 12. The *seller* of tickets is in the *cellar*. 13. He *sent* me the *cent* he *owed* me for the *ode* I wrote. 14. The *scent* of the flower is sweet. 15. It is a good *site* for a house, and commands a fine *sight* of the ocean. 16. I will *cite* a passage of Scripture. 17. I want a *quire* of paper for the *choir*. 18. My shoes *creak*. 19. The *cygnet* is swimming in the *creek*. 20. Have you my *signet* ring?

LESSON IV.

1. The *coward cowered* before me. 2. A lady should not *choose* a man who *chews* tobacco. 3. He bought a *currant* pie for ten cents *current* money. 4. If you *desert* your friends at dinner, you will get no *dessert*. 5. My *dear*, did you see the *deer* in the park? 6. It was a *doe*. 7. Bakers *knead* the *dough* with their hands; we *need* bread to eat. 8. He had *done* his work and was ready to *die*. 9. *Dye* the cloth a *dun* color. 10. *Oh*, how I dislike to *dun* people for money they *owe* me, even after it is *due*. 11. *Dost* thou not see that the *dust* is wet with *dew*? 12. A *dire* calamity befell the *dyer* on the *sea*. 13. Do you *see* the *ewe* under the *yew*-tree? 14. Take *exercise* every day, to *exorcise* the spirit of laziness. 15. The vase is shaped like an *urn*. 16. I will *hire* a man who can *earn higher* wages. 17. Do not *faint* away; the attack was only a *feint*. 18. Home is a sacred *fane* which I would *fain* keep pure. 19. Never *feign* sickness because you don't *know* your lesson. 20. Dare to say, *No*.

LESSON V.

1. The *fair* lady has paid her *fare*. 2. We had good *fare* at the *fair*. 3. The horse is lame in the right *fore* foot. 4. The gymnast performed a wonderful *feat*. 5. The stick is *four feet* long. 6. The man went *forth* to kill a *fowl*. 7. That was *foul* play. 8. He succeeded the *fourth* time. 9. The barrel of *flour* rolled over a *flower*.

10. *Flocks* of birds ate the *phlox* seed. 11. *Jane* bought ten yards of blue *jean*. 12. She walked with an easy *gait through* the *gate*, as if unconscious of *guilt*. 13. The boy *threw* a stone. 14. The *gilder made* a *gilt* frame worth a *guilder* for the pretty *maid*. 15. The *great* man sat by the open *grate*, and *sighed* that he was not *greater*. 16. His dog is by his *side*. 17. Have you a nutmeg *grater*? 18. I would rather *meet* a *grizzly* bear than a *grisly* ghost. 19. It is *meet* that we should eat *meat*. 20. He will *mete* out justice.

LESSON VI.

1. The bat *flew* up the chimney *flue*. 2. The ox *gored* the cow. 3. I struck him with a *gourd*. 4. The *grease* was sent to *Greece*. 5. My *guest guessed* the riddle. 6. Bad men *gamble* with cards; lambs *gambol* in the field. 7. The *hale* old man was out in the *hail*. 8. *Haul* the load to the *hall*. 9. The *hare* is a kind of *rabbit*. 10. The carpenter made a *rabbet* in the *board*. 11. I was *bored* by the foolish talk. 12. The *hair* of the *holy* man is *wholly* white. 13. I showed *him* the *hymn*. 14. He bought ten feet of gutta-percha *hose*. 15. I bought two steel *hoes*. 16. The jury will *indict* the man for theft. 17. The teacher will *indite* this sentence. 18. He laid *our* book on the table. 19. He has *lain* in the *lane* an *hour*. 20. I came *here* to *hear* the lecture.

LESSON VII.

1. A man of *lax* principles *lacks* character. 2. You can tell a *mean* man by his sneaking *mien*. 3. A *male* friend brought my *mail* from the office. 4. Lumbering is the *main* business in *Maine*. 5. He held the horse's *mane* with all his *might*. 6. A widow's *mite* may have a *mighty* influence. 7. The lord of the *manor* has a dignified *manner*. 8. He wears a fur *mantle*. 9. The parlor *mantel* is made of marble. 10. Do you like *martial* music? 11. The *marshal rode* a horse of high *mettle* along the *road*, and wore a *metal* badge. 12. Do not *meddle* with my gold *medal*. 13. The *mower mowed* the field once *more* in the best *mode*. 14. The *mucous* membrane secretes *mucus*. 15. *Gneiss* rock makes a *nice* window-sill. 16. Do not *mewl* like a baby; the *mule* will not hurt you. 17. The *mist* was so dense that I *missed* the sight. 18. The *nun* could find *none*. 19. The man carried silver *ore o'er* the bridge on the *oar* of the boat. 20. The girl that carried the *pail* looked *pale*.

LESSON VIII.

1. *One* boy *won* a *prize*. 2. He never *pries* into other people's business. 3. He suffers *pain*. 4. Who broke that *pane* of glass? 5. It is *plain* that the *plane* is dull. 6. In geometry we speak of *planes;* in geography, of *plains*. 7. There is a wide *plait* in her dress. 8. The *plate* is on the table. 9. The Christian *prays* to God and

sings his *praise*. 10. The hawk *preys* upon other birds. 11. A *pallet* is a bed, and a *palette* is a painter's board. 12. Good food gratifies the *palate*. 13. He tried to *pare* the *pear* with a *pair* of scissors. 14. "Let us have *peace*," not war. 15. He ate a *piece* of lemon *peel*. 16. Did you hear that *peal* of thunder? 17. When he gets over his *pique* we shall be friends again. 18. The English *peer* climbed the *peak* of the mountain. 19. The ship is at the *pier*. 20. A lawyer who makes good *pleas* is sure to *please* his clients.

LESSON IX.

1. Will you have a *plum?* 2. That pole does not stand *plumb*. 3. Exercise opens every *pore* of the skin. 4. Please to *pour* me a glass of water. 5. Don't *pore* over your books so much. 6. The *Principal* said, "Our men of *principle* should be our *principal* men." 7. Put your foot upon the *pedal*. 8. Those who *peddle* make a good *profit*. 9. Isaiah was a great *prophet*. 10. I have a piece of *pumice* stone. 11. There is *pomace* at the cider mill. 12. Gold is found in *quartz* rock. 13. Four *quarts* make a gallon. 14. He drives with a tight *rein*. 15. Hear it *rain*. 16. The *reign* of Victoria is prosperous. 17. To tear down is to *raze*. 18. My *son* says, "We can't *raise* corn without the *rays* of the *sun*." 19. He *read* till his eyes were *red*. 20. In the Bible we *read* of a bruised *reed*.

LESSON X.

1. *Write* to the wheel*wright.* 2. Do *right.* 3. The pastor administered the *rite* of baptism. 4. Milton *wrote* "Paradise Lost." 5. Do not recite by *rote.* 6. The *wretch* got sick and began to *retch.* 7. Forty rods make a *rood.* 8. Do not be *rude* and *rough* in your behavior. 9. She wears a *ruff.* 10. He tasted the *rye* bread and made a *wry* face. 11. I have just *seen* a beautiful *scene.* 12. I bought canvas at a *sale* to make a *sail* for the boat. 13. He made a *slight* mistake in his *sleight* of hand. 14. The wild *surge* wrecked the boat. 15. Buy me ten yards of *serge.* 16. *Sew* the seam *so.* 17. *Sow* the seed early. 18. He tried to *steal* a *steel* pen. 19. He has lost the *sole* of his shoe. 20. The *soul* is immortal.

LESSON XI.

1. The ship is a fast *sailer,* and has a good *sailor* for captain. 2. The fisherman caught a *sucker.* 3. Always *succor* the distressed. 4. Irving's *style* is much admired. 5. "I 'm sitting on the *stile,* Mary." 6. The cross and crown are sacred *symbols.* 7. He plays the *cymbals* in the band. 8. The *tale* is too true. 9. The squirrel has a bushy *tail.* 10. I pay no *tax* when I *travel* in Europe. 11. The *throes* of *travail* are severe. 12. The bad boy *throws* stones at the birds. 13. I want some 6 oz. *tacks.* 14. He *threw* the ball *through* the window. 15. It is *too* bad *to* make *two* mistakes in one word. 16. They went

there and got *their* books. 17. The *throne* was *thrown* down. 18. "They went and *told* the sexton, and the sexton *tolled* the bell." 19. He has ruptured a *vein*. 20. Don't be *vain* of your acquirements.

LESSON XII.

1. Improve your *time*. 2. *Thyme* grows in the garden. 3. There is a gilded *vane* on the steeple. 4. The *vial* contains poison. 5. He plays upon the *viol*. 6. Can you *wade* across the river? 7. Come this *way*. 8. *Wait* till I get *weighed*. 9. How much do you *weigh?* 10. My *weight* is 140 lbs. 11. That girl has a small *waist*. 12. Do not *waste* your time. 13. He keeps good *wares*. 14. She *wears* a dress a *week*. 15. I feel *weak*. 16. The *wether* suffers during the cold *weather*. 17. The *yoke* is of *wood*. 18. I *would* like to have the *yolk* of an egg. 19. Long may our flag *wave* o'er the ocean *wave*. 20. I *waive* my right to exemption.

APPENDIX.

RULES FOR SPELLING.

Remark. — No one ever became a good speller by rule. English orthography being extremely irregular, but few rules can be given that are not subject to many exceptions; and to learn all the rules necessary to cover the subject, and the exceptions under them, would require a greater effort of the memory than to learn to spell words by a direct study of their forms. If a person would become a good speller, he must by conscious effort fix his attention upon every word with which he is not familiar, and thus, as it were, photograph its form upon his mind. He will thus obtain a mental picture of each word of his vocabulary, so that when he sees a word that is not of the proper form, he will perceive the defect by comparing it with his ideal. Hence, written spelling is better than oral. Indeed, a person is often compelled to write a word to ascertain its correct spelling, thus bringing in the eye to assist the memory. Oral spelling may be practised occasionally, to give interest to the subject, but it should never be depended upon. A good speller is not one who can "spell through the book," but one who can write correctly all the words he has occasion to use in composition.

The following rules, having a wide application, and being subject to but few exceptions, have been found to be of great benefit in the formation of derivative words from primitives, and should therefore be thoroughly learned.

RULES FOR FORMING DERIVATIVES.

Rule I. — *E* Final.

Part I. *E* final is *dropped* on adding a suffix beginning with a *vowel;* as, *blame* + *able* = *blamable.*

Exceptions.

1. Words ending in *ce* or *ge* retain *e* before a suffix beginning with *a* or *o,* to preserve the soft sound of *c* or *g;* as, *peace* + *able* = *peaceable.* (If *e* were dropped we would have *pea cable.*)

2. Words ending in *oe* retain *e;* as, *shoe* + *ing* = *shoeing.*

3. *E* is retained in *swingeing, eingeing, dyeing, tingeing,* to distinguish them from similar words.

Part II. *E* final is *retained* on adding a suffix beginning with a *consonant;* as, *pale* + *ness* = *paleness.*

Exceptions.

The following words drop *e* before a consonant: *duly, truly, wholly, awful, nursling, wisdom, abridgment, judgment, argument, acknowledgment, lodgment* (also spelled *lodgement*).

Rule II. — *Y* Final.

Part I. *Y* final preceded by a *consonant* is changed into *i* on adding a suffix; as, *happy* + *ness* = *happiness.*

Exceptions.

1. In the following words *y* is changed to *e: beauteous, bounteous, duteous, piteous, plenteous.*

2. *Y* is not changed in derivatives of *dry, shy, sky, sly, spry, wry;* except *drier, driest,* which conform to the rule.

3. *Y* is not changed when the suffix begins with *i.*

Part II. *Y* final preceded by a *vowel* is *not* changed on adding a suffix; as, *boy* + *hood* = *boyhood.*

Exceptions.

The following words take *i*: *laid, lain, slain, paid, staid, saith, said, daily,* with their compounds *mislaid, unpaid,* etc.

Rule III.—Final Consonant.

Part I. A single final consonant is doubled on adding a suffix, when it is preceded by a single vowel, and the suffix begins with a vowel, and the accent is on the last syllable; as, *fop* + *ish* = *foppish; prefer'* + *ed* = *preferred.*

Exceptions.

1. The letters *x*, *k*, and *v* are never doubled.
2. The derivatives of *gas* do not double the *s;* as, *gases.*

Part II. The final consonant is *not doubled,* if it is not preceded by a single vowel, if the suffix does not begin with a vowel, or if the accent is not on the last syllable; as, *ben'efit* + *ed* = *benefited; prefer'* + *ment* = *preferment; cheat* + *ed* = *cheated.*

Exceptions.

In *crys'talline* (from *crys'tal*), *tranquil'lity* (from *tran'quil*), and *fil'ially* (from *fil'ial*), the consonant is always doubled.

Many words in which, according to the rule, the consonant should be single, are in the United States spelled in two ways. Thus, we may write *traveller* or *traveler, levelling* or *leveling, cancelling* or *canceling, marvellous* or *marvelous, worshipper* or *worshiper.* Worcester gives only the former spelling; Webster, though sanctioning both forms, prefers the latter.

EXERCISES.

Apply the Rules to the following Words: Bedding, preferred, benefited, cheated, admirable, changeable, wasteful, truly, crucified, boyish, singeing. (The teacher may add to the list indefinitely.)

Model 1. Bedding = bed + ing. *D* is doubled because it is preceded by a single vowel, and is followed by a suffix beginning with a vowel; according to Rule III., Part I. (Repeat the Rule.)

Model 2. Benefited = benefit + ed. *T* is not doubled because *benefit* is not accented on the last syllable; according to Rule III., Part II. (Repeat the Rule.)

Form Derivatives in accordance with the Rules.—Apply + ed, mercy + ful, play + ing, shame + ful, debate + able, outrage + ous, hem + ing, excel + ing, limit + ed, mark + ing, hoe + ing, wise + dom, admit + ed, fun + y, read + ing, begin + er, peace + able, rogue + ish, bet + ing. (The teacher may add others.)

Model 1. Apply + ed. Final *y* of the primitive is preceded by a consonant, and the suffix does not begin with *i*; hence *y* must be changed to *i*, according to Rule II., Part I. (Repeat the Rule.) Thus, apply + ed = applied.

Model 2. Hem + ing. Final *m* of *hem* (a monosyllable) is preceded by a single vowel and followed by a suffix beginning with a vowel; hence it must be doubled, according to Rule III., Part I. (Repeat the Rule.)

SPECIAL RULES.

Words containing *ei* or *ie*.

Ei (pronounced ē) is used after the sound of *s*, as in *seize, ceiling*, etc.; also in *inveigle, neither, leisure, weird*. In most other cases *ie* is used, as in *chief, grieve*, etc. *Siege* is the principal exception.

Verbs ending in *ic*.

Verbs ending in *ic* take *k* before an added syllable beginning with *e* or *i*, to preserve the hard sound of *c*; as, *traffic, trafficking; mimic, mimicking; physic, physicking; frolic, frolicking; bivouac, bivouacked.*

Words ending with *ceous* or *cious*.

Words relating to matter end in *ceous*, as *herbaceous;* all others in *cious*, as *loquacious*. Exception, *silicious*, also spelled *siliceous*.

CAPITAL LETTERS.

There are few subjects that give young writers more trouble than the use of capital letters, and it should therefore receive early and constant attention. The following rules should be thoroughly learned and carefully observed in writing:

RULES.

Rule I. The first word of every sentence should begin with a capital.

Rule II. The first word of every line of poetry should begin with a capital.

Rule III. The first word of every direct quotation that forms a sentence should begin with a capital.

Rule IV. Words denoting the Deity should begin with capitals. (See Note 1.)

Rule V. Proper names and titles should begin with capitals. (See Notes 4 and 5.)

Rule VI. Proper adjectives should begin with capitals. (See Note 4.)

Rule VII. Names of things spoken of as persons, should begin with capitals.

Rule VIII. The important words in a heading should begin with capitals. (See Note 2.)

Rule IX. Names of the months and of the days of the week should begin with capitals.

Rule X. The pronoun *I* and the interjection *O* should be capitals.

NOTES.

Note 1. Most writers of the present day capitalize not only names of the Deity, but also personal pronouns standing for *His* name.

Note 2. The "important words" in a title or heading are generally the nouns, adjectives, and verbs.

Note 3. Words of primary importance in definitions, classifications, etc., should begin with capitals. It is not customary, however, to capitalize the subject throughout a composition.

Note 4. Names of political parties, and religious, social, and literary societies, as well as the corresponding adjectives, should always be capitalized; as, Methodist, Democrat, Republican.

Note 5. In writing geographical names consisting of a proper and a common noun, such as New York city, Dela-

ware river, if the first word may be used alone to designate the place, the first only is capitalized; but if both words are necessary, both must begin with capitals. Thus we may write the *Ohio river*, or the *Allegheny mountains*, because we may say *the Ohio*, or *the Alleghenies;* but we must write *Kansas City*, not *Kansas city; Rocky Mountains*, not *Rocky mountains*. This is the distinction observed in the public printing at Washington.

Remark. — After having learned the above rules and notes, pupils should be required to write a variety of exercises to be explained and criticised. Sentences read from a book or newspaper, conversations, the names of authors and of their works, the headings and addresses of letters, etc., etc., which the teacher may readily furnish, and which he may vary to suit circumstances, will afford excellent practice, — better than any fixed series of exercises prepared for the purpose.

WORDS OFTEN CONFOUNDED.

DICTATION EXERCISE.

Loose, lose. The horse's shoe is *loose;* I fear he will *lose* it.

Stationery, stationary. They sell *stationery* at the bookstore. The engine is *stationary.*

Respectively, respectfully. James and Jane are aged *respectively* eight and fourteen years. Yours *respectfully.**

Luxuriant, luxurious. The vegetation is *luxuriant. Luxurious* living is slow dying.

Corporal, corporeal. I don't like *corporal* punishment. We should think less of our *corporeal*, or bodily, and more of our spiritual existence.

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* **Caution.** — In subscribing a letter, take care not to write "Yours respectively." Thousands of letters contain this ridiculous blunder.

Ingenious, ingenuous. He is an *ingenious* and skilful mechanic. She possesses a frank, *ingenuous* disposition.

Accept, except. Please to *accept* this slight testimonial of our regard. I have sold all *except* this.

Veracious, voracious. *Veracious* means truthful; *voracious* means greedy. *Veracity* is a virtue; *voracity* a vice.

German, germane. The *German* has just arrived from Germany. The remark is not *germane* to the subject.

Venal, venial. We speak of a *venal* person, a *venial* offence. A *venal* officer is a corrupt one; a *venial* offence is one that may be excused.

Desert, dessert. Never *desert'* your friends. We had pie for *dessert'*. *Des'ert* is a noun; *desert'*, a verb.

Petition, partition. Let us sign a *petition* to have the board *partition* between the rooms taken down.

Decease, disease. His *decease* (death) was caused by a lingering *disease.*

Subtile, subtle A *subtile* (sub'tĭl) vapor; a *subtle* (sŭt'tl) thinker.

Patience, patients. Have *patience.* The doctor has many *patients.*

Correspondence, correspondents. I have an extensive *correspondence.* Some of my *correspondents* write long letters. (**Attendance, attendants; assistance, assistants; adherence, adherents,** — are similarly used.)

IMPORTANT LITTLE THINGS.

To, too, two. Do not use one of these for another. *To* is a preposition, *too* an adverb, *two* a numeral adjective.

Example. — One player said to another, "We are *two to two.*" The other answered, "We are *two to two too.*" (See exercises in the use of homophonous words, pp. 53–61.)

There, their. Be careful not to use the wrong word. *There* is an adverb, *their* a pronoun. *Examples.* — They put *their* books *there*. *There* was a storm last night.

Hers, ours, yours, theirs, its. Do not write these *her's, our's, your's, their's, it's*. Personal pronouns *never* take an apostrophe before final *s*. *It's* for *it is* is no exception, as the *s* does not belong to the *it*.

Wh. Be careful to sound the *h*. Do not say *wich* for *which*, *wite* for *white*, *wether* for *whether*, etc.

E'er, ere. *E'er*, a contraction of *ever*, should not be written *ere*, nor *e're*. The apostrophe simply takes the place of *v*. *Ere* means before. *Example.* — He will be here *ere* night, *e'er* to remain.

Contractions.—When a contraction represents two words, its component parts should be separated by a space, just as the words would be if written in full. For example, *it is* should be contracted *it's* or *'t is; did not, did n't; would not, would n't; are not, are n't; I have, I've; I am, I'm; I will, I'll; that is, that 's; there is, there 's*, etc., etc. *Can't* and *won't*, being somewhat irregular in their formation and use, seem to be exceptions. This direction, though often disregarded by writers and printers, is in accordance with the *very best usage*.

Don't, a contraction of *do not*, is generally consolidated. In some good books and magazines, however, it is printed *do n't*, in accordance with the general direction given above. *Caution.* — Never use *don't* where *do not* would not be proper. We may say "I don't," "we don't," "you don't," "they don't," "the boys don't;" but *we may not* say "he don't," "she don't," "the boy don't," because a rule of grammar requires "does not," of which the contraction is *does n't*.

"*Ain't*," though a colloquial convenience, is not recognized as good English. If allowed at all, it should be written *a'n't*, and of course it should be used only where *am not* would be proper. For "he *ain't*" we should use "he *is n't;*" for "we *ain't*," "we *are n't;*" for "you *ain't*," "you *are n't*," etc.

COMPOSITIONS.*

I. PREPARING THEM.

Compositions that are to be handed to a teacher for correction should be prepared as follows:

Directions.

1. Paper. — Use the regular essay paper known as "bath post." The large size (about 8 by 10) is most suitable for gentlemen; the small (about 7 by 8½), for ladies.

2. Heading. — The heading, or subject, should be written on the middle of the first line. (N. B. — Every important word in a title or heading should begin with a capital.) A *blank line* should be left between the heading and the composition, unless the heading is short or the lines far apart.

3. Margin. — Leave a margin of *one inch* on the *left-hand* side of each page. (This direction applies also to letters, except that in them the width of the margin should vary with the width of the page. For large letter paper the proper width of margin is one inch; for commercial note, half an inch; for ladies' note, about three-eighths of an inch.)

4. Paragraphs. — *Indent* the first and every succeeding paragraph *one inch; i. e.*, begin the first line of the paragraph one inch further to the right than the other lines. On large paper the indentation may be from an inch and a quarter to an inch and a half.

5. Signature. — The signature should be written on the next line below the close of the composition, near the *right-hand* edge.

6. Place and Date. — Write the name of the place and the date on the next line below the signature, near the *left-hand* edge.

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* The author takes pleasure in calling attention to the many valuable suggestions on this and kindred subjects, found in Dr. Hart's admirable series of works on Grammar, Composition, and Rhetoric.

7. Folding.—Fold parallel with the ruled lines, so that the width when folded shall be one-third the length of the sheet.

8. Endorsement. — Write the *Name* across the *upper end*, on the centre fold, one inch from the top. (The *upper* end is the one that is formed by the back, or original fold of the sheet. It is at the left-hand of the first page.) Write the *Subject* about half an inch below the name; and the *Date* half an inch below the subject.

9. Outline. — If an outline is required it should be written, as its use indicates, immediately below the subject. It is the framework or skeleton of the composition, and *should be made first.* Writing it at the end of the essay would seem to imply that it should be made last. This direction is given last because an outline is not always required.

II. CORRECTING THEM.

Written exercises *must be corrected;* otherwise but little improvement will be made. If possible, pupils should first criticise one another's exercises: each will thus receive a double benefit. Then let the teacher correct them, drawing a line under each mistake, and indicating the nature of it in the margin by the use of the signs given below, or any others that may be agreed upon. Those compositions that fall below a certain standard should be rewritten by the pupil and handed to the teacher, accompanied by the old exercise; the latter serving as a sort of proof-sheet with which to compare the other. The following signs — any or all of them — may be used with profit, and others may be added if the teacher wishes to be more exact. The teacher should be careful, however, not to criticise beginners too closely, as by so doing he may discourage them. Any general criticisms may be written at the bottom of the composition. Teachers cannot be too particular about the observance of the Directions given above, as it is very important that pupils should form habits of order and neatness, and learn the method of writing, folding, and endorsing papers, that is everywhere used in business.

Abbreviations and Signs.

A. Analysis, or Outline. { Ao., omitted. / Af., faulty.

O. Orthography. { Ol., wrong letters. / Oc., error in capitals.

G. Grammar. { Gg., wrong gender. / Gn., wrong number. / Gp., wrong person. / Gc., wrong case. / Gm., wrong mood, etc.

W. Wrong word.

S. Sentence. { Sl., too long. S÷, divide it. / Ss., too short. S ⁀, join two or more. / Si., incomplete. / Sc., badly constructed in other respects.

P. Punctuation. { Pw., wrong point. / Po., point omitted. / Pm., point misplaced or superfluous.

om. Omission.

R. Redundant.

M. Misplaced; or **tr.**, transpose.

ob. Obscure.

am. Ambiguous.

F. Error in use of figure.

T. Thought, or Statement. { T✓, untrue or incorrect. / T+, exaggerated. / T—, imperfectly stated.

E. Execution. { Ep., error in paragraphing. / Em., error in margin. / Ew., bad writing (penmanship). / Ecl., error in closing (signature and date) / Ef., error in folding. / Ee., error in endorsing.

Q. Query. Is it right?

These signs are easily remembered, because they suggest what they stand for. If teachers do not care to mark so closely, they can use the principal signs only; *e. g., G.* for any error in grammar; *P.* for any error in punctuation. Sometimes it is necessary to use two signs together; *e. g.,* a word may be misspelled and ungrammatical, in which case O. G. should be placed in the margin.

ABBREVIATIONS, ETC.

The following are a few of the most common abbreviations:

Collect on Delivery...*C. O. D.*	Next month (proximo)...*prox.*
Doctor of Laws.....*LL. D.*	Namely (videlicet).....*viz.*
Doctor of Divinity.....*D. D.*	President.....*Pres.*
Doctor of Philosophy..*Ph. D.*	Secretary.....*Sec.*
Doctor of Medicine.....*M. D.*	Editor or edition.....*Ed.*
Maryland.....*Md.*	County or Company.....*Co.*
At (commercial).....@	Manuscript.....*MS.*
Page.....*p.*	Manuscripts.....*MSS.*
Pages.....*pp.*	That is (*id est*).....*i. e.*
Assistant.....*asst.*	Et cætera, &c.....*etc.*
Professor.....*Prof.*	Same (author).....*idem* or *id.*
And others.....*et al.*	Folio (2 leaves).....*fol.*
Month.....*mo.*	Quarto (4 leaves).....*4to.*
This month (instant).....*inst.*	Octavo (8 leaves).....*8vo.*
Last month (ultimo).....*ult.*	Duodecimo (12 leaves)..*12mo.*

Italics, Small Capitals, and Capitals.

Foreign words, very emphatic words, and words spoken of merely as words are generally printed in *italics;* side-heads and sub-heads, in SMALL CAPITALS; and principal heads, in CAPITALS.

One line drawn under a word indicates that it is to be printed in italics; two, that it is to be printed in small capitals; and three, that it is to be printed in capitals.

Common Sizes of Plain Type.

This line is printed in Brilliant.
This line is printed in Diamond.
This line is printed in Pearl.
This line is printed in Agate.
This line printed in Nonpareil.
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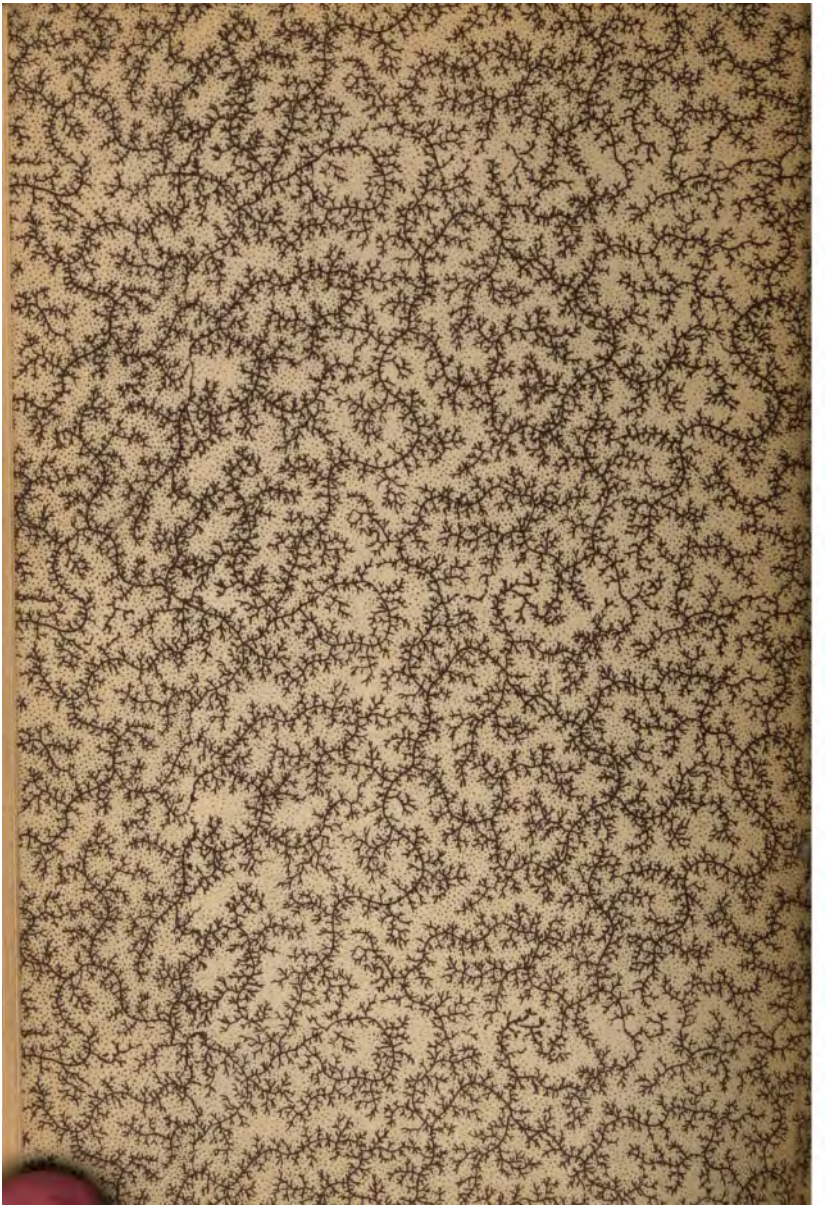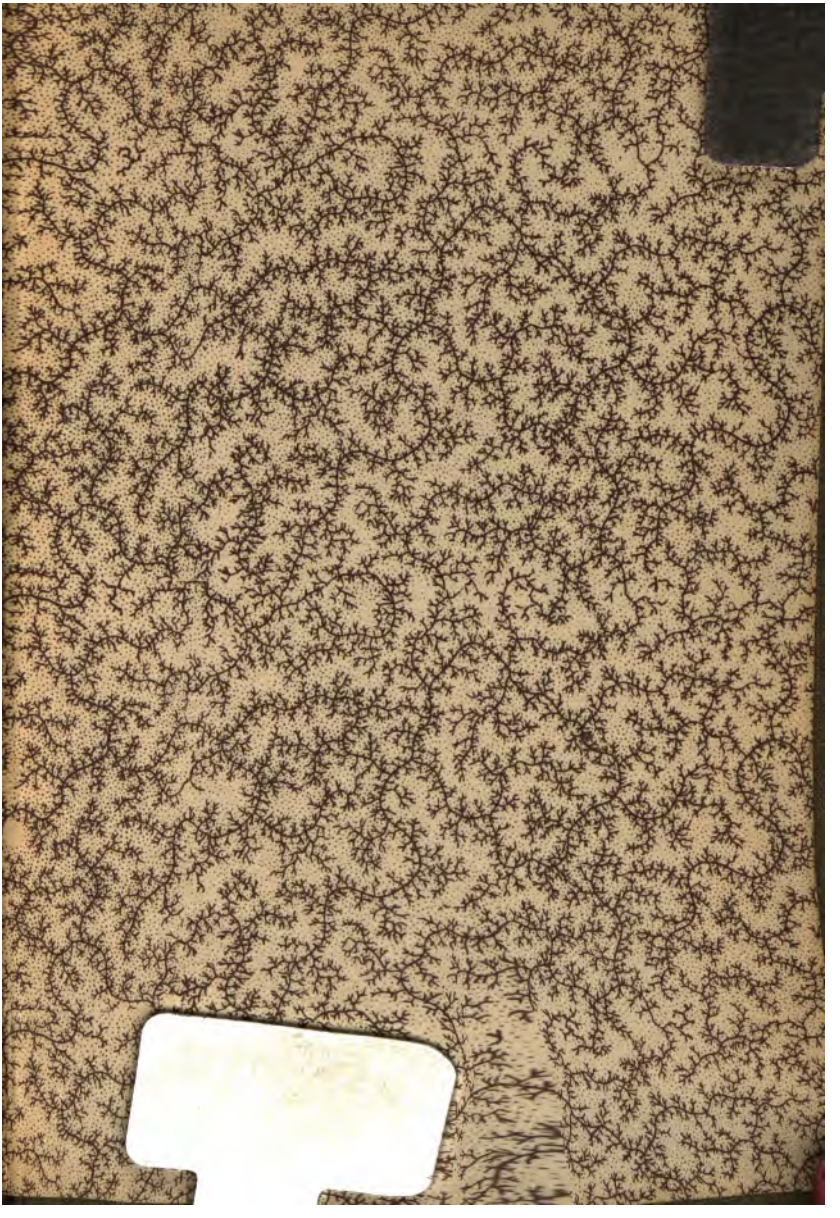
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